From:	Beil David - ADMIN on behalf of Beil David - ADMIN <DavidB@ckschools.org>
To:	Director Area 4; Director Area 5
Cc:	Prince Erin - Superintendent
Subject:	RE: Board of Distinction Application Package
Date:	Friday, November 8, 2019 4:38:44 PM
Attachments:	SectionIV_Evidence.pdf SectionV_Evidence.pdf image001.png image002.png image003.png image004.png

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Hi Eric,

The supporting documents are attached and the application responses follow:

✓ SECTION III: PROFESSIONAL DEVELOPMENT *(999 characters)*

Last year, we were faced with the challenge of hiring a new superintendent. From the start, we understood that hiring a new superintendent is the most important decision a school board can make. Wanting the best possible pool of candidates, we chose to conduct a confidential search, which was a new process for all of us. We agreed to use this process as a professional development activity, and an opportunity to expand our knowledge and skills. The process included trainings with our consultant to understand the process and legal requirements, as well as with the district's legal counsel around details of the Washington Open Public Meetings Act (OPMA). Most importantly, we were intentional about involving our community and ensuring that they understood the process. This allowed us to gain a deeper understanding of our district and our community. It also helped us build trust with our community and with each other. As a result, we are better able to lead our district in the years ahead.

✓ SECTION IV: OPPORTUNITY GAP *(2,646 characters)*

We established our 2018-19 board/superintendent goals with a specific focus on closing the opportunity gap for all students. This work is directly linked to Goal 1 of our Strategic Plan: *All students engaged and learning*. In particular, we expected to see (1) continuous improvement in student learning, and (2) progress in the effort to ensure equity for all students.

We directed district leaders to focus their work using an annual continuous improvement review cycle. This resulted in a new process for School Improvement Plans that gives an intentional "deeper dive" into school and grade level data. This new process helps schools better measure progress toward their efforts to close the opportunity gap.

During our fall and spring retreats, we reviewed student data to set priorities for closing the opportunity gap. Consequently, we approved increased funding for intentional staff development targeted on K-8 English/language arts and mathematics instruction.

Closing the opportunity gap is not just a single focus on academic achievement. We are making intentional decisions to ensure success for all students with all levels of need. This includes both gifted and special education students, students struggling in particular content areas, and students with adverse childhood experiences. After reviewing data and research, we approved and funded an administrative position directly linked to implementing a Multi-tiered System of Supports (MTSS). This system includes increasing counseling, building community

partnerships, and providing targeted staff development to help understand individual student needs.

Over the past year, progress on our board/superintendent goals has helped remove barriers to learning for students. As part of this work, we incorporated data from community members, students, parents, staff and administrators about their perceptions and beliefs regarding existing barriers to student success as well as potential actions for change. This resulted in the district's first equity policy, which clearly spells out beliefs and expectations to ensure student success. The policy supports our decision to fund additional training and increase the number of teachers on special assignment for building equity and cultural awareness in all schools and departments.

No one year will lead to success. This work requires a commitment not only to *student* learning, but also to a school board's learning both as individuals and as a team. Our board has made that commitment, and we will sustain our efforts as we lean forward to close the opportunity gap for all students.

SECTION V: BENCHMARK *(2,962 characters)*
(Standard 5/Benchmark D)

It's a trend across the nation: Schools are seeing an increase in disruptive student behaviors. During a school board meeting last November, we heard from nearly 50 teachers and other staff concerned about unsafe, sometimes aggressive, student behavior in our own classrooms. As a school board, we believe our schools should be caring and safe environments, where staff feel valued and respected, and students can concentrate on learning. So the question became, "How can we address these concerns?"

We began with an all-staff conversation, where two themes emerged: the need for more professional development and the need for targeted behavior support. Fortunately, these were two areas where we could take immediate action.

We began by redoubling efforts to provide professional development. Over the next eight months, this included two series of "Responding to Disruptive Behavior" trainings with weekly sessions, a three-part workshop for staff on "Trauma-Informed Practices," and numerous other workday, evening and weekend opportunities.

We also authorized the hiring of a Behavior Response Team to assist schools with consultation and support.

Next, the district formed a Behavior Committee to meet quarterly. The committee involved a representative group of stakeholders that included parents, staff and administrators.

In addition to these efforts, the superintendent met with groups of students to hear their thoughts and concerns, and we invited families and community members to board meetings, where we shared updates and invited comments.

In June, we signed a partnership agreement with Peninsula Community Health Services (PCHS) to implement School Based Health Clinics at schools that have the most need. This support includes behavioral/mental health.

The work we did with our staff, students, families, community members and local agencies

like PCHS made clear the need for a comprehensive, integrated model of *prevention*, rather than just a system of reaction. As mentioned in Section IV, we approved and funded an administrative position directly linked to implementing a Multi-tiered System of Supports (MTSS) with these targets in mind:

1. By the 2023-24 school year, all schools will implement the MTSS framework.
2. Over the next five years, ensure that all schools and the Transportation Department receive training to support MTSS.
3. Increase the number of schools that report an improved school climate based on the results an annual survey conducted among students, families and staff.

We are making progress toward full implementation of MTSS, and we will conduct another school climate survey this fall. District administrators held a follow-up discussion with staff in the spring to review progress. We will continue working together to improve student behavior, and results will take time. But we've already taken the most important step: recognizing the importance and urgency of this effort.

I hope this helps. Have a good weekend.

David

David Beil
Community Relations Director
Central Kitsap Schools
(360) 662-1622

From: Director Area 4 <Director4@ckschools.org>
Sent: Friday, November 8, 2019 2:06 PM
To: Director Area 5 <Director5@ckschools.org>
Cc: Beil David - ADMIN <DavidB@ckschools.org>; Director Area 1 <Director1@ckschools.org>
Subject: Re: Board of Distinction Application Package

Eric. No problem. I've copied David Beil since he submitted our Board of Distinction application for us and can send you a copy. He and Bruce put it together. Jeanie

Get Outlook for iOS

From: Director Area 5 <Director5@ckschools.org>
Sent: Friday, November 8, 2019 2:02:24 PM
To: Director Area 4 <Director4@ckschools.org>
Subject: Board of Distinction Application Package

Would you please send me a copy of the package submitted to WSSDA.

Thank you.

Eric

Sent from my iPad